CerORGANIC

Quality-Certified Training of Farmers on Organic Agriculture

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Implementation of Training Scenario

-

Vocational Training Handbook

Education and Culture DG

Lifelong Learning Programme

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INTRODUCTION

The European Action Plan for Organic Food and Farming (2004) has identified the need for action to support the training and education of all stakeholders related to OA, covering aspects related to production, processing and marketing of OA products and their benefits, plus targeting OA products as the preferred option for both producers and consumers. Furthermore, agricultural universities around the world have included OA-related and AE courses in their educational programs, aiming to prepare agricultural professionals that may support and guide farmers through the selection and proper adoption of OA methods.

In order to meet the constantly rising demands of the market, agricultural professionals have also to be properly educated. By agricultural professionals we refer to the different types of current and future agricultural experts (e.g. natural production experts, veterinary experts, agricultural economists, extension officers, etc.) who have studied in agricultural universities around Europe, and who should be provided with a wide range of additional practical information and resources related to OA and AE practices & methods.

CerOrganic is an EU-funded project under the Leonardo da Vinci Programme that collects digital learning resources on organic agriculture, agroecology and educational approaches, and develops tools to store and describe them in repositories. The project also develops a new web portal which is linked to the repositories of learning resources.

The aim of this handbook is to facilitate the implementation of the training scenario concept in the existing training curricula and draws from Lieblein and Holm's handbook for university scenarios (Organic Edunet, 2009) to guide the structure of this resource. More specifically, this handbook is intended to assist OA trainers, tutors and other stakeholders in designing a new training scenario, adding content to existing training scenarios as well as searching for training scenarios with the use of e-learning tools. The structure of this handbook is the following:

Chapter 1 defines the training scenario concept, describes its basic components and the basic steps of a training scenario's development.

Chapter 2 describes the role of eLearning in the form of digital resources in a training scenario and provides their advantages over the traditional ones.

Chapter 3 provides information on how to design a training scenario. Both examples of training scenarios and the proposed templates for their description are provided in this chapter. This chapter also provides a section on delivering a training scenario using a mixture of face-to-face and online learning.

Chapter 4 provides technical information about how to search for digital resources for your scenarios, how to organize, annotate with metadata and share your resources and training scenarios with others, using modern ICT tools.

Chapter 5 describes the basic aspects of adapting existing scenarios to a different context.

The handbook is written for OA trainers who want to change their training practice towards more active training and make use of digital content. This does not mean, however, that this handbook can't be useful to other stakeholders, such as OA advisors and tutors.

CHAPTER 1 WHAT IS A SCENARIO, AND WHY USE IT IN THE TRAINING CONTEXT?

A number of specific methods and different approaches have been developed in the context of organic agriculture vocational education and training. Blended learning methods are being used extensively during the last years and they are widely accepted due to their success. A modern blended learning method that is being implemented in the training context is the concept of training scenarios. A training scenario can be considered as a set of training activities, which support a common training goal.

What makes a training scenario an interesting training approach is the fact that it is based on real life situations, instead of theoretical ones. In addition, a training scenario combines theoretical activities such as traditional lectures and presentations with interactive ones, such as hands-on exercises, visits to places of interest, using internet to search for information and preparing assays and presentations using ICT tools, making the training process more interesting. In fact, a training scenario is greatly depending on the interaction between the trainee and other participating actors.

A user can choose between developing a new scenario from scratch and adapting an existing one to fit his specific needs. In the first case, the user has to come up with an original idea and then support it with the appropriate training activities and digital resources. On the other hand, a user may be able to find an already developed scenario and modify its various aspects in order to bring it closer to his preferences and needs.

This handbook aims to provide both the theoretical background about the concept of training scenarios as well as practical information on how to develop your own scenario and implement it into your own training context. Sections of this handbook are dedicated to the pedagogical strategy followed in this field, to the active learning outside a classroom and to the options available for searching and retrieving digital resources that are suitable for supporting a training scenario, through the Organic.Edunet Web portal (www.organic-edunet.eu).

The development of a new training scenario can be considered as a procedure consisting of the following steps:

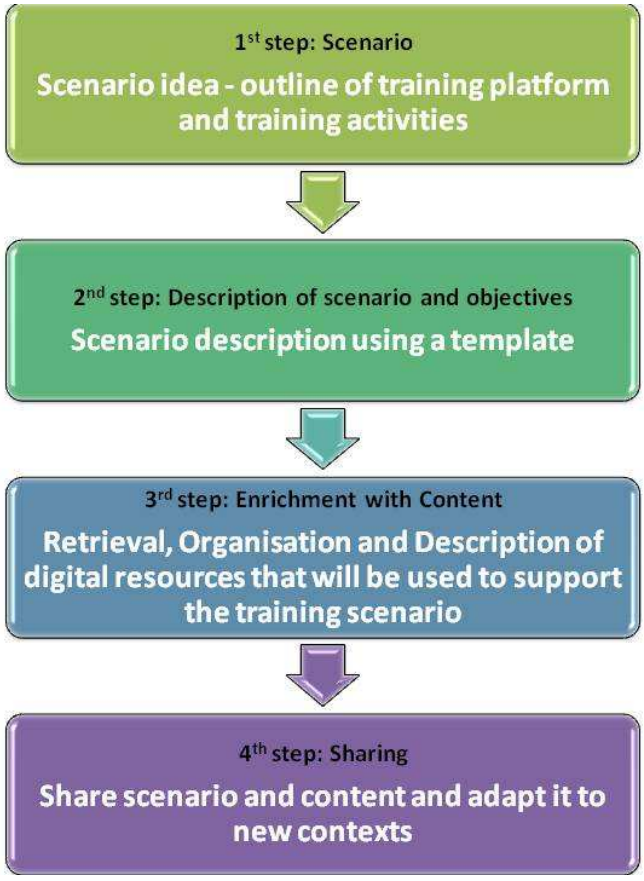
Step 1: The idea behind the training scenario is the first step. This idea should be supported by a number of training activities and should be focused on who the training scenario for and how the scenario can be designed to best meet their needs.

Step 2: The description and adjustment of the training scenario using a predefined template.

Step 3: The retrieval, organization and description of appropriate digital content with metadata. This content will be used to enhance and support each training activity.

Step 4: The new, developed training scenario is shared through its online publication in Organic.Edunet Web portal, in order to be available to all potential stakeholders. The scenario will be then adapted, used and reused in different contexts.

The following diagram depicts the development of a new training scenario in four steps, as described above:


1st step: Scenario
Scenario idea - outline of training platform and training activities
2nd step: Description of scenario and objectives
Scenario description using a template
3rd step: Enrichment with Content
Retrieval, Organisation and Description of digital resources that will be used to support the training scenario
4th step: Sharing
Share scenario and content and adapt it to new contexts

CHAPTER 2 THE BENEFITS OF USING E-LEARNING

The current learning and training context is in a transitional phase, moving from traditional methods to adopting modern practices utilizing digital technology. The traditional, "one-way" teaching techniques, such as lectures and static presentations are gradually incorporating more interactive methods and flexible platforms such as ICT enhanced communication and blended learning to better meet the needs of today's learners. With the wealth of resources and knowledge available through online tools and repositories, the way of learning has changed dramatically; learners are no longer dependent on the knowledge provided by the tutor but instead they have access to a vast repository of information. Using their interest and familiarity in technology tools, learners can with the appropriate methodologies and principles develop their thinking and the corresponding learning context to producing enhanced or new knowledge. This interactive way of learning is further supported by a greater range of assessment tools such as group exercises and assignments, in which each member of the team is responsible for performing specific tasks or learning portfolios where the learner is able to record at some depth the entire process of research and findings. The infusion of technology with learning opportunities has introduced greater flexibility into modes of learning as well as different pragmatisms into learning structures.

The interplay between technology and learning, e-learning, involves more than the use of computers, mobile devices and the internet. The e-learning landscape is complex for it encapsulates a myriad of connections which map the strategic use of technology with a learning outcome within a pedagogical framework. The access to information is instant and the source is infinite, the role of the trainer/educator is to empower the trainees/students to be knowledge-able (Wesch, 2009) requiring the learning context to be thought provoking and reflective and for technology use to support these learning processes (Conole et al., 2008; Smith, 2011). Some of the potential technologies for use in training scenarios include social media, tablets/netbooks and phones as well as image capture devices that all provide the opportunity for knowledge sharing and creation, adding to the existing bank of digital resources.

A key element to all activities involved in this learning paradigm is the use of digital resources, the option to search retrieve and use digital learning resources from online sources. As well as traditional information repositories, learners are provided with a number of alternative methods and sources using various types of search engines and/or dedicated databases to look for and retrieve information. The trainer's role in the use of such technology is to ensure that there is sufficient knowledge to access and use the resource, to establish a learning process where the knowledge is evaluated, to perpetuate the use of the resource bank with further resources and to ensure that the use of such a resource is clear in the overall course objective.

Digital resources provide the following advantages, among others, over the traditional ones:

1. **Easier to create:** Anyone with basic computer skills can be an author/creator of digital learning resources. The free tools and software available can target all interested content providers in developing their own learning resources in digital format (e.g. presentations, videos, lesson plans, handbooks, manuals etc.).

2. **Easier to manage:** The organization of learning resources for facilitating their storage, indexing, retrieval and reuse is not an easy task and in many cases this process involves the cooperation of various people (e.g. tutors, librarians and technical stuff).

3. **Easier to share:** Digital resources are much easier to copy and share with others compared to the traditional hard-copies. Let's think the case of a book or journal: If you wanted to

share it with e.g. ten learners, you would need ten copies of it, or you should borrow it to each one of them consequently. Instead, you can copy and share a digital resource easily and quickly. In addition, digital copies can be shared with colleagues located in different countries in a few seconds using an email or a shared workspace. However, copyright issues and intellectual rights should always be considered when sharing and copying digital material. One solution is the use of open educational resources (OER) that are free to use, share and reuse, while other resources could be accompanied by specific licenses specifying the terms of use.

4. **Easier to use and reuse:** Digital resources can be used with a standard set of software programs (e.g. Open Office), they substantially do not occupy physical space, they are available 24/7 and they are not subject to wear.

In order to support the storage, sharing and using of digital learning resources, new tools and infrastructures have been developed. Digital learning objects are stored in digital repositories which can be used to store, index, share and re-use learning resources. Therefore, a digital repository can be considered as a form of a digital library, hosting these digital learning resources. However, one major difference between digital repositories and traditional digital libraries is the fact that creators and users of resources are provided with the option to deposit materials directly into repositories, thus contributing to the concept of use and reuse of digital resources.

CHAPTER 3 DESIGN A TRAINING SCENARIO

The aim of this chapter is to provide a detailed guide for all those who wish to design and develop a training scenario. In order to facilitate the procedure, this chapter will also provide examples that help the reader to understand each step of the development process. For consistency and to maximize resource sharing amongst users, it is recommended that the steps in this guide be followed, to develop scenarios in uniformly using the predefined template, so that they may be easily shared and reused by other interested parties.. The Organic.Edunet Web portal can then be used for storing and describing these training scenarios with metadata, as well as sharing them between people from various institutions and organizations around Europe. Chapter 4 will provide a detailed description of various tools and possibilities.

The key parts of a training scenario are the following:

1) Scenario idea/description
2) Training objectives/ goals
3) Technical information about the scenario
4) Description of the training activities consisting the scenario

These parts are described in detail in the next sections.

Scenario concept and design

Probably the most important part of designing a new training scenario is to come up with the idea of the scenario, who is the scenario meant for and the most effective way to deliver the training. The idea of the training scenario should be a topic that addresses a particular need/problem for the country of the tutor, so that their audience (other tutors or farmers from the same country) should find the topic useful, interesting and the outcome of the training will be beneficial. Therefore, it is suggested that scenario topics focus on solutions to agricultural problems, improving agricultural production and/or marketability and improving farming practices to improve sustainability.

The design of any scenario should incorporate the needs of the learner and in this case targeting the agricultural sector the design should incorporate aspects of blended learning given the challenge of finding a central place and convenient time for people involved with rural/distance settings. The adoption of a blended learning structure, a mix of face-to-face and online, when conceived and implemented with appropriate forethought has achieved success (Motterhan&Sharma, 2009). The amount of online material as well as the use of technologies is a decision that is locality specific and should retain some degree of flexibility as well as the availability of technical assistance to the users. The decision about the blend of learning should focus on the following aspects;

- Management platform/system (CMS,VLE)
- Communication platform (email, SKYPE, blog, twitter, etc.,)
- Digital resources/physical resources
- Digital assessment/physical assessment
- Physical meeting place/meeting opportunities
- Case/research visit
- Access to resources
- Assistance

The use of a Content Management System (CMS) or a Virtual Learning Environment (VLE) has been central to institutions offering courses completely online or using a mixture of online and face-to-face (blended learning) catering to individuals where distance, current work/life environment and limited educational choice create barriers to further learning. These management systems range from Web2.0 (Moodle and Sakai) to commercially developed (Blackboard) all offer different functionalities to manage resources and provide a platform to share, even Facebook and Second Life can be used in this manner. The selection of a CMS/VLE depends on the situational criteria for each institution and must address issues such as the mix of face-to-face and online, the communication interfaces and the learning exchange. The fact that there is no precise formula for the creation of a blended environment (Bersin, 2003; Thorne 2003) allows the institution, and the course author, to design the course to meet the needs of the particular audience.

Training objectives / goals

It is really important to clearly define the training objectives and goals of your scenario, so as to let a future user know if this scenario is suitable for them. It is necessary to first define the aims and objectives of the activity and then start working on the activity itself. In addition, trainees should first understand and be able to explain the training objectives of an activity before the implementation of the activity.

Examples of a training goal:

- *To understand the difference between organic and conventional pest control.*
- *To become familiar with the concept of organic conversion.*

Example from a training scenario:

The use of the stinging nettle (Urtica dioica L.) as a natural fungicide

Background:
The excessive use of pesticides and fungicides lead to serious environmental problems and cause health issues when they are applied directly on edible parts of the cultivations (e.g. fruits and leaves). Especially in organic agriculture, where their use is prohibited, natural alternatives should be selected and used

Training goals:

After completion of the scenario, the trainees are expected to:

1. Understand the importance of using natural fungicides in the cultivating practice.

2. Be able to produce their own nettle extract.

3. Experience the effectiveness of this natural extract against fungi pathogens of their cultivations.

Detailed description of the training scenario

The scenario should be described using a predefined template:

Vocational Training Scenario Template		
Title of the Scenario	Title of the training scenario	
Author	Name and affiliation of the creator of the scenario	
Description	Brief description of the training scenario	
Pre-requisite skills / knowledge	Requirements for basic knowledge & skills	
Aims & Objectives	Please describe the objectives of the training scenario	
Training Outcomes & Competences	Evidence must confirm the learner's ability to	
Methodology	Training methods (Face-to face/Online): 1. .... 2. .... 3.	
Training Activities	The training scenario includes the following training activities: A short description of each training activity with the allocated time 2. ..... 3.	Resources for each activity
Volume of work	Activity + duration of each activity	
References & supporting material	Freely available content	
Evaluation of training	Assessment process of trainees	

Table 1: The following table is a proposed template for the description of a training scenario.

A **Introduction**

- Title of the scenario
- Information about the creator of the scenario (name and affiliation)
- Description of the scenario idea/concept

B **Prerequisites, aims & objectives, outcomes & competences**

- What do you need to know beforehand,
- What are the training aims of the scenario and
- The expected outcomes and competences acquired by the trainee

C **Methodology & training activities**

- What types of activities and commitments are included in the training scenario (e.g. presentations, visits to places of interest, hands-on exercises, comment uploads)
- A short description of the training activities
- Volume of work for each activity

D **References & supporting material**

- Relevant literature
- Additional resources (e.g. web links)
- Handbooks, brochures & leaflets than may be handed to the trainees

E **Evaluation of training**

- Ways to evaluate the progress of the training as well as the overall result

There is no need to add excessive amount of information in each field, since the purpose of this scenario description is to provide an overview of the various aspects of the scenario.

Description of the training activities

The description of each activity is an essential step towards the design of a successful training scenario. Each activity should be described in detail using the necessary organizational tools, which will allow the optimal definition and understanding of the activity. It is easier to organize and describe the activities of your scenario after you have a clear image of each one of them. The following example provides a detailed description for each one of the scenario's activities.

Example: Description of activities from Scenario: Vermicomposting – Organic soil enrichment

1) The trainees are introduced to the concept of vermicomposting by an introduction in classroom. The tutor makes a presentation about vermicomposting, providing key aspects of the procedure and emphasizing on its advantages compared to the use of chemical fertilizers. The presentation may be enriched with digital resources that may be stored in an online repository or freely available material found in learning portals, such as relevant documents, videos, images or instructions.

2) After obtaining the required theoretical information and knowledge, the trainees visit a nearby farm which produces vermicompost. The visit will provide them with the opportunity to see how a vermicompost production site looks like & see some (if not all) stages of the overall procedure includes. In addition, the trainees will be able to obtain additional practical information after a discussion with the owner of the farm. The farm visit should preferable last for at least 2-3 hours. If a Alternatively, if a farm visit is not possible for any reason (e.g. lack of relevant farm in visiting distance, bad weather etc.), it may be substituted by an online search for information of such farms.

3) The trainees, after obtaining both theoretical background and practical information, are ready for a hands-on exercise. They will be asked to create their own vermicompost pit either on the site of the training (if this is an option) or in their own farms. In case specific tools, not available in the farms are required, they should be provided by the tutor.

4) After the creation of the vermicompost pits and the production of vermicompost, a meeting with all learners should be arranged in order to have a discussion about the personal experience of each one of them during the process. Learners could be benefited from the experiences of colleagues in troubleshooting various issues or trying alternative/additional steps to the procedure, aiming at its optimization or adaptation to specific conditions (e.g. soil types, worm availability, construction limitations etc.)

After this detailed description of all the activities, you may provide a short summary of 1-2 sentences for each one of them and provide additional information that will also help you define the purpose and aims of the scenario and its activities before you use it in your training context

The following template provides both the fields and the required information for each one of them. You will have to use a different table for each activity.

Description of Training Activities	
Training tasks/activities	A short description of the training activity
Training objectives/outcome(s)	What are the objectives and the expected outcomes of the specific activity
Tools/Resources	All tools used in this activity should be mentioned here, from software to agricultural equipment, stationary etc.
Assessment strategy (Feedback and/or evidence)	The method that will be used in order to check the progress of the activity and the learners
Time allocated	Time estimated for this activity. This information helps in the organization of the training scenario

The Annex of this handbook provides examples of already described training activities, which you may use as a guide for describing your own scenario.

Why use predefined templates?

It is advisable to use the predefined templates for the description of both your training scenarios and the activities that belong to this scenario. This facilitates the retrieval, use and reuse of your scenario, while it helps you find a relevant scenario and adapt it to your own needs. If the information is structured in the same way for all scenarios, it is easier to adapt parts of it and add them to your own scenarios.

Tutor's preparation

Before the implementation of a designed scenario, the tutor should make the required preparations in order to make sure that the execution of the scenario will run smoothly. Things that need to be estimated / arranged include the overall cost for the implementation of all necessary actions, arrangements for excursions/visits to places of interest, preparation of handbooks or brochures that may be needed by the trainees as well as materials, tools and general infrastructure.

CHAPTER 4 TECHNICAL INFORMATION

Searching for digital resources

Currently there is a wealth of information and relevant resources available from various web sources, such as learning portals, digital repositories, online libraries and journals. For facilitating the retrieval of these resources, new search mechanisms are constantly developed and the existing ones are optimized in order to meet the needs of the users and provide only the most relevant results. However, there is still the possibility that the users are not satisfied with the results returned, if these results contain irrelevant or insufficient information, low quality, non-validated information, etc.

One source for quality resources on Organic Agriculture (OA), Agroecology (AE) and relevant green topics is the Organic.Edunet Web portal (http://www.organic-edunet.eu). This portal provides access to a federation of eleven digital learning repositories containing multilingual, quality-certified content in the areas of OA & AE. It serves as a single-point of access for searching, finding, reviewing, and accessing digital resources around these areas. The portal is multilingual, providing its user interface in more than sixteen languages and the available resources can be found in more than ten languages.

Figure 1: The Organic.Edunet Web portal

A constantly increasing number of organisations, including universities, institutes and NGOs have networked their collections with the Organic.Edunet federation, making their digital resources available through the Organic.Edunet Web portal. The portal also provides access to existing scenarios developed by various contributors and appropriate for various purposes.

A number of additional learning portals are also available in the web, providing access to quality materials on OA & AE.

How to use the Organic.Edunet Web portal for finding resources

The Organic.Edunet Web portal provides access to a significant number of digital resources coming from various sources from all over the world. The portal provides five types of search mechanisms:

1) **Text-based search**

Text-based search works as any traditional search engine; the user specifies the search terms and the search engine searches for this term in the title, the description or keywords of the list of resources. The number of results returned may be further limited by filtering according to the language, the type and the educational level of the resource.

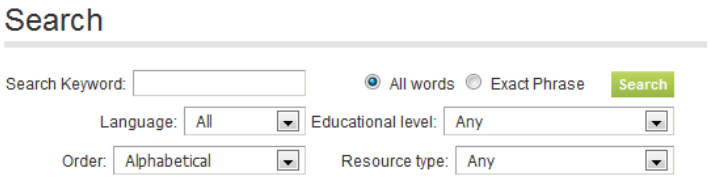


Figure 2: Text-based search

2) **Browse**

The "Browse" option allows you to navigate through the educational resources according to their language, resource type, educational level, classification or Institutional collection.

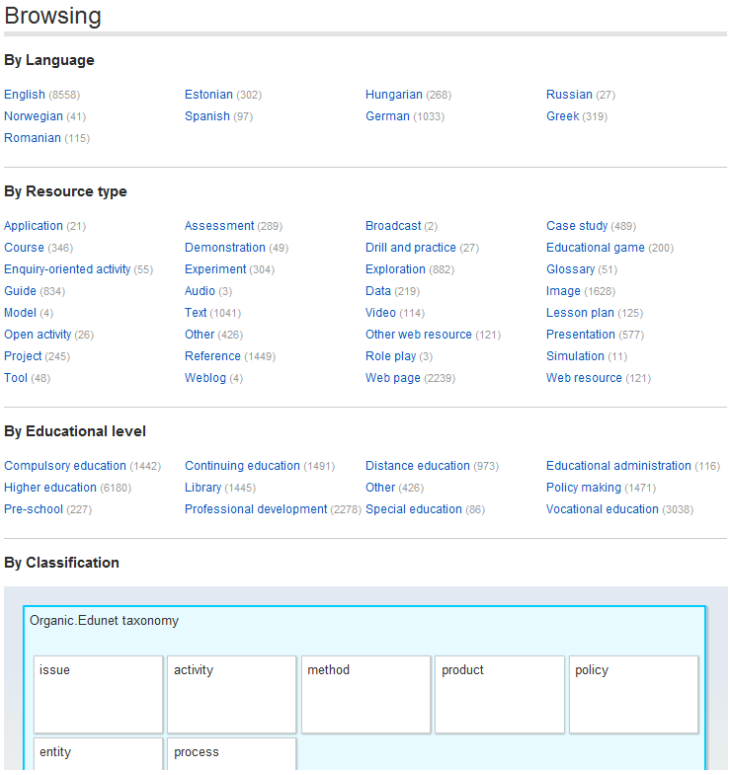


Figure 3: Browsing options

3) **Semantic search**

Semantic search is based not in user-defined search terms but in ontology, which consists of sets of predefined concepts. Each resource available through the Organic.Edunet Web portal is assigned to one or more ontology terms during its annotation. The ontology used in the portal has already been translated in more than sixteen languages, so semantic search provides additional multilingual options. In this type of search the results may be filtered according to concept terms set by the user.

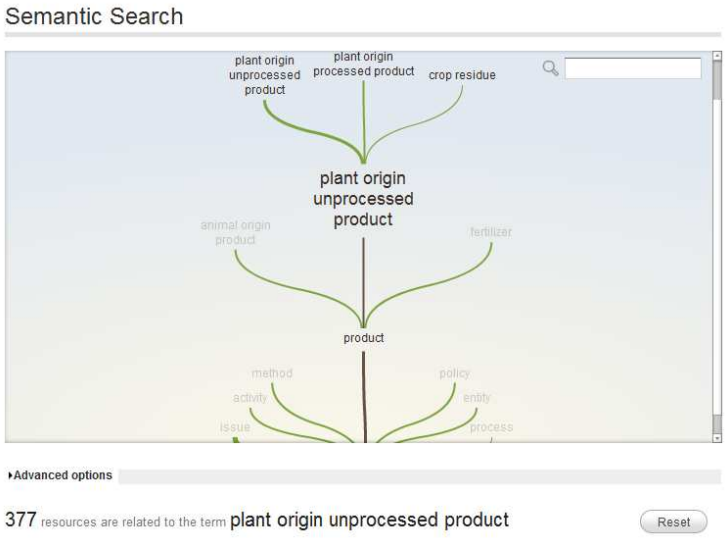


Figure 4: Semantic search

4) **Tag Cloud**

This is probably the most impressive type of search: The user may select any of the numerous terms, which consist a floating cloud. These terms are tags used by the portal users to describe the existing resources. The most used these tags are, the larger their fonts are.

Figure 5: The tag cloud

5) Search for educational scenarios

This option searches for existing scenarios and their related activities, developed and contributed by various stakeholders. You can use search terms for obtaining relevant scenarios, which may be revised and adjusted in order to fit your specific needs. More information may be found in Chapter 5.

The Organic.Edunet Web portal provides access to videos and short texts describing the aforementioned search options:
http://portal.organicedunet.eu/index.php?option=com_knowmore&view=find&Itemid=73

Organizing your digital resources and scenarios

Organizing your digital resources will not only save you time when you need to find them but it will also help you create a useful archive which you may share with others. Since all information about training scenarios is available in digital format, those involved with the development and use of training scenarios should be competent in searching, storing, annotating and archiving digital resources, as well as be able to use it in order to serve their needs.

A digital archive could be created in the user's hard disk; however, in this way the contents of the archive would not be available to other stakeholders. In order to facilitate the sharing of this digital material, there are several options, such as the user to upload his resources to an existing online repository or to create a new one. The easiest way is to use an appropriate tool, upload your resources in an existing repository, describe them with metadata for facilitating their indexing and retrieval. The next step is to connect your repository with the existing network of repositories and have your resources available through the Organic.Edunet Web portal, after they have been through a validation procedure assuring their quality.

MOLE Course Management Platform

The MOLE platform is a Course Management Platform developed by the Laboratory Of Distributed Multimedia Information Systems and Applications of the Technical University of Crete (TUC/MUSIC - www.music.tuc.gr) It can be used as an online tool for storing, describing resources with metadata, indexing and sharing them.

From the user's point of view, the MOLE platform allows the user to do the following:

- Create courses and organize them in programs
- Upload digital resources in almost any format (documents, images, videos, audio files, presentations, website links etc.) into the page of a course.
- Annotate these resources with metadata, based on the IEEE LOM standard.
- Deliver course presentations real-time, enabling annotations
- Make the resources available to a wide audience through the Organic.Edunet Web portal, which will periodically harvest the metadata records stored in the MOLE platform
- Communicate with other users using a variety of communication means (e.g. fora, chat rooms, instant messages etc.

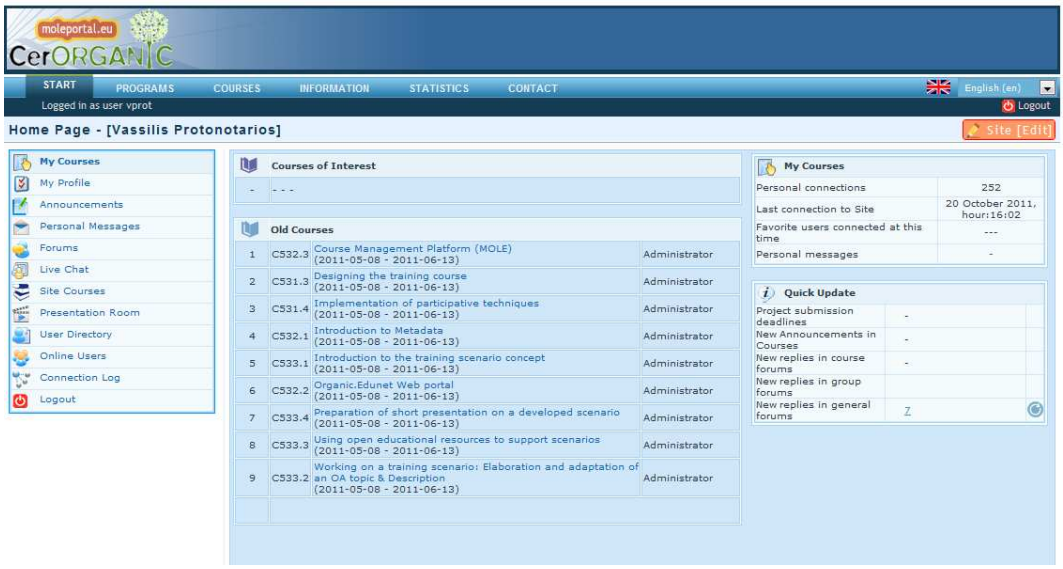


Figure 6: MOLE Course Management Platform

Using MOLE to annotate digital resources

Annotation of digital resources is their description with the use of metadata. This process provides additional information about the resources and facilitates their indexing and retrieval. Even though the annotation process is time-consuming and sometimes intense, the benefits are significant enough to overcome these issues.

During the annotation of the resources, the user will be asked to enter information in predefined fields, which in the case of the MOLE platform, are classified as **mandatory** (*title, description of resource, language of resource, resource type and copyright information*), **recommended** (*end user role, age range, educational context, format and classification according to predefined ontology concepts*) and **optional** (*information on the educational aspect of the resource, such as interactivity type and level, difficulty, duration etc*).

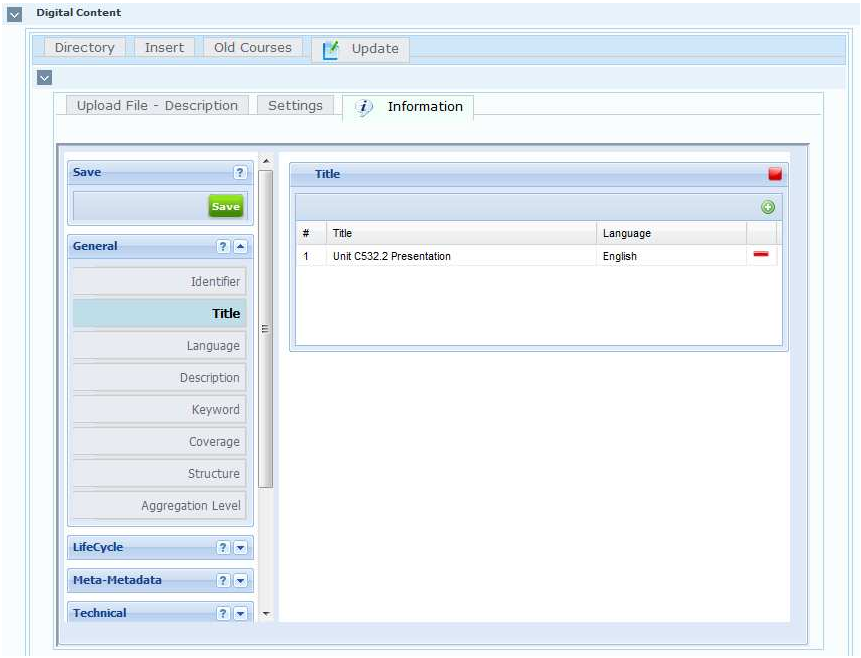


Figure 7: Metadata fields in MOLE

When describing a digital resource using MOLE, at least one concept of the predefined ontology should be attached to it, in order to facilitate the search mechanism (semantic search) used in the Organic.Edunet web portal. This is based on existing and enhanced vocabularies related to Organic Agriculture and Agroecology.

Special caution should be given in the description of the license of each resource, where the content provider or author gives a license for further use of the content. This could be a pre-defined license from Creative Commons or a customized one.

Document results of activity

Recording the outcomes of your scenarios is a good practice. These outcomes may be uploaded in digital format in an electronic portfolio, where they can be stored, indexed and shared with other stakeholders. These outcomes may include presentations, notes from visits to places of interest, assignments, pictures & movies, sketches etc.

This archive of results will be useful for storing results from your activities over years can give you a good picture of the progress of your trainees or your training skills are developing. In this way, you may have a personal archive of your activities for revising/adjusting your training techniques, while at the same time you share this experience with other people who may be interested in these topics and activities. If you choose to share these resources with others (e.g. your network or even through a portal like the Organic.Edunet Web portal), you participate in a world-wide network of knowledge and experience exchange, based on modern technology, where all people are provided with access to this knowledge. At the same time, you will be able to reach relevant resources and techniques developed by colleagues from all over the world.

CHAPTER 5 ADAPTING AN EXISTING TRAINING SCENARIO TO A NEW CONTEXT

In the educational and training context, it is really important not only to develop and organize your digital content, including developed scenarios, but to share it as well. Then, this material can be retrieved by various stakeholders, adapted to fit their specific needs and reused. In the case of training scenarios, the following steps should be followed for using an already existing scenario.

- User searches for training scenarios relevant to his intended usage in the Organic.Edunet Web portal or in other learning portals
- Retrieved results are evaluated by the user in terms of their relevance and their potential to be adapted in the required context
- User performs the required adaptations to the existing scenario in order to make it suitable for a specific, different context (for example for another country or cultivation).
- A validation step is required in order to test the suitability of the adapted scenario before it is published or shared with other stakeholders.
- The final step includes the new, adapted scenario with other stakeholders, using any appropriate tool, e.g. the MOLE platform (http://cerorganic.moleportal.eu).

The aforementioned different contexts may reflect differences in training style, evaluation, audience type and level, cultural differences etc.

In any case, there is no need to work with and adapt a whole training scenario; instead, only selected parts of the scenario or training activities may be used, adapted and reused, probably combined with resources from other scenarios.

By considering these recommendations, it is possible to adapt a learning scenario taking a variety of aspects (in this example culture-specific) into consideration. Depending on the subject of the learning scenario, changing needs may be different.

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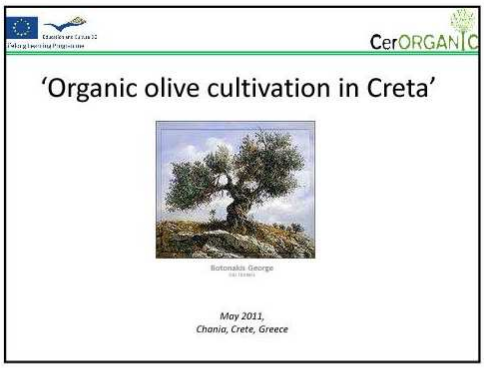
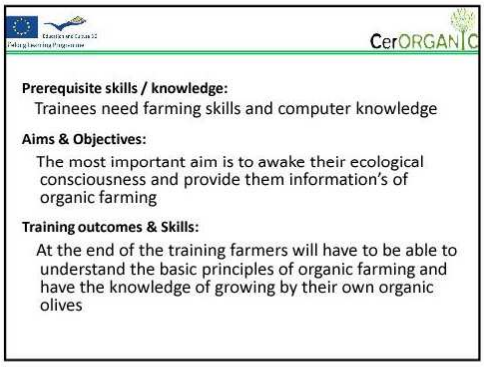
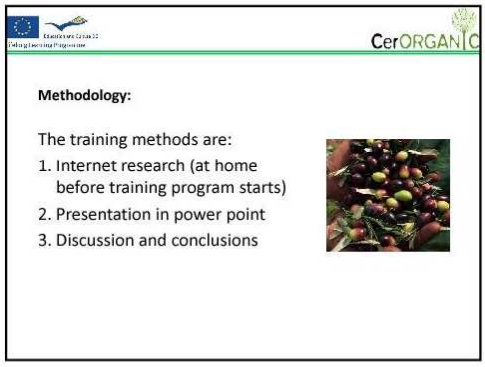
ANNEX: TRAINING SCENARIO EXAMPLES

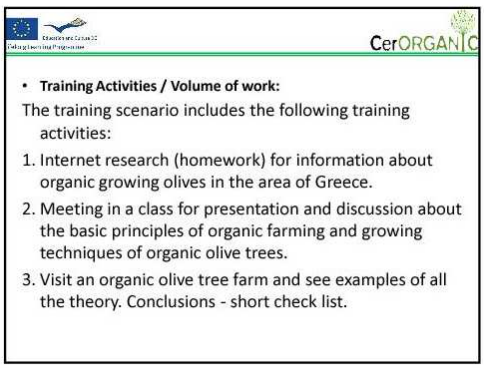
The examples provided in this Annex were developed by trainees of the CerOrganic Training of Trainers (ToT), which took place at the premises of MAICh in Chania, Crete, between May 22-29, 2011.

1. Organic olive cultivation in Creta, by George Botonakis









Activity 1

- **Training tasks/activity:**
  Internet research (homework) for information about organic growing olives in the area of Greece
- **Training Objectives/outcomes:**
  The trainers will try to find reading material and examples from relative websites
- **Tools/Resources:**
  Websites, internet connection and books
- **Assessment strategy:**
  Trainers have to sent an e-mail with the sources they have found
- **Time allocated:**
  2 hours

Activity 2

- **Training tasks/activity:**
  Meeting in a class for presentation and discussion
- **Training Objectives/outcomes:**
  The trainers will attend a presentation about the basic principles of organic farming and growing techniques of organic olive trees and at the end of it they will make remarks and discuss of what they have seen
- **Tools/Resources:**
  Computer and projector for the presentation. Websites and personal experience.
- **Assessment strategy:**
  Discussion and answering questions
- **Time allocated:**
  4 hours

Activity 3

- **Training tasks/activity:**
  Visit an organic olive tree farm and see examples of all the theory
- **Training Objectives/outcomes:**
  With this activity trainees will have a direct contact with the organic olives and they will have the opportunity to discuss with the farmer about the growing problems
- **Tools/Resources:**
  Personal contact and interview with the farmer. Getting farm experience
- **Assessment strategy:**
  Presentation of conclusions and filling short check list
- **Time allocated:**
  6 hours

Thank you

For more information contact with

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2. Producing organic grapes, by Dimitrios Papadopoulos

Producing organic grapes

Dimitrios Papadopoulos
Agronomist

EUROCERT SA

May 2011,
Chania, Crete, Greece

Curriculum Area

Description:

A lesson - training
- to cultivation techniques,
- how to use pesticides and fertilizers
specialized in the production of organic grapes
-the certification process

Curriculum Area

Prerequisite skills / knowledge:
- ✓ Student-Farmer with basic knowledge to computer use.
- ✓ Ability to work with other people

Aims & Objectives:
- ✓ How to produce organic grapes, with new methods of cultivation techniques.
- ✓ How to use fertilizers and pesticides in an organic farm.
- ✓ Study the legislation related and the specific documents that farmers have to fill in order to obtain the certification

Training outcomes & Skills:
- ✓ Students will be ready to use their knowledge in the farm in order to achieve the certification

Curriculum Area

- **Methodology:**
  - ➢ Presentation
  - ➢ Movie - Video presentation
  - ➢ Presentation of examples, Studying and Discussion
- **Training Activities / Volume of work:**
  1. Cultivation techniques presentation (2 hours)
  2. Use of fertilizers and pesticides at the farm (2 hours)
  3. Studying the legislation related and Specific documents and how the farmer has to fill in them in order to obtain the certification. (4 hours)

Curriculum Area

- **Reference & Supporting Material:**
  - ➢ http://portal.organic-edunet.eu/index.php?option=com_content&view=article&id=9976&catid=1&Itemid=103
  - ➢ http://www.minagric.gr/greek/2.2.5.html
  - ➢ http://informatics.aua.gr:8080/scam/2/resource/667
  - ➢ www.minagric.gr
  - ➢ http://ec.europa.eu/agriculture/organic/eu-policy/legislation_el
  - ➢ http://europa.eu/legislation_summaries/other/l21118_el.htm
  - ➢ http://disaster.ifas.ufl.edu/agroChemSecurity.htm
- **Evaluation of Training:**
  Evaluation of learning will be performed after each individual training activity :
  - ✓ Discussion,
  - ✓ Evaluation test,
  - ✓ Farmers should make an example of all the certification process

Activity 1:

Cultivation techniques presentation

- **Training tasks/activity:** Cultivation techniques presentation
- **Training Objectives/outcomes:** Students will have to understand the principles related to Cultivation techniques.
- **Tools/Resources:**
  - ✓ Books about organic agriculture, Information posted on the web portals
  - ✓ Presentation of the examples of organic farms
  - ✓ http://informatics.aua.gr:8080/scam/2/resource/667
  - ✓ Computer and Microsoft PowerPoint
- **Assessment strategy:** Discussion
- **Time allocated:** About 2 hours

Activity 2:

Video presentation

- **Training tasks/activity:** Students have to watch the video presentation
- **Training Objectives/outcomes:** Students will have to understand the principles related to the right use of organic fertilizers and pesticides at the farm.
- **Tools/Resources:**
  - ✓ TV and DVD player
  - ✓ EU regulations related to organic agriculture posted on the official website of Ministry of Agriculture and Rural Development and to EU portal
  - ✓ www.minagric.gr
  - ✓ http://ec.europa.eu/agriculture/organic/eu-policy/legislation_el
  - ✓ http://europa.eu/legislation_summaries/other/l21118_el.htm
  - ✓ http://disaster.ifas.ufl.edu/agroChemSecurity.htm
- **Assessment strategy:** Evaluation test
- **Time allocated:** About 2 hours

Activity 2:

Video presentation

http://www.youtube.com/watch?v=G5kr_hgpqbc&feature=related

Activity 3:

Presentation of examples, Studying and Discussion

- **Tools/Resources:**
  - ✓ Computer and Microsoft PowerPoint
  - ✓ EU regulations related to organic agriculture posted on the official website of Ministry of Agriculture and Rural Development
  - ✓ www.minagric.gr
  - ✓ http://ec.europa.eu/agriculture/organic/eu-policy/legislation_el
  - ✓ http://europa.eu/legislation_summaries/other/l21118_el.htm
  - ✓ A list of all institutions
- **Assessment strategy:** Farmers should make **an example** of all the process (application, certification etc)
- **Time allocated:** About 2 hours

Activity 3:

Presentation of examples, Studying and Discussion

- **Training tasks/activity:**
  - ✓ Farmers have to watch the presentation
  - ✓ Studying
  - ✓ Farmers should make an example of all the process
- **Training Objectives/outcomes:**
  - ✓ Farmers will study the regulation.
  - ✓ Students have to review a list with examples of institutions involved into the conversion and certification processes
  - ✓ Farmers should make an example of all the process

Thank you
for your attention!